

The Undergraduate.

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NO. 3.

NAENIRA.

[From the German of Schiller.]

In this dirge "for the death of everything beautiful,"—as this poem has been called, Schiller, who was devoted to the spirit of classical poetry, took to illustrate his thought the familiar myths of Orpheus and Pluto, Aphrodite and Adonis, and the death of Achilles.

Even beauty must die, though gods and mortals it conquers!
Never the brazen breast of the Stygian Zeus can it melt.
Only once did love move the king of the shadows to pity,
And even then, at the threshold, his gift he sternly recalled.
Nor Aphrodite herself stopped the wound of her beautiful lover,
Where in the delicate flesh pierced the fangs of the horrible boar.
Nor could the mother immortal the godlike hero deliver,
When at the Skaian gate he fell, and accomplished his doom;
Yet she arose from the sea with the daughters of Nereus,
Raising a bitter lament for the loss of her glorious son.
And lo! the gods are in tears, and all the goddesses weeping,
That beauty must perish thus, that such perfection must die.
Even to be but a dirge on the lips of our loved ones is glorious!
Only the vile go unsung to the caverns of Orcus below.

E. H. H.

PSYCHOLOGY FOR TEACHERS

[Continued.]

Prof. D. McGregor Means.

(3). Supposing now that the pupil is in vigorous health, and provided with a well aired place of study, he should be freed from all distractions, such as noise or movement about the room. Doubtless many pupils study well in spite of the noise and interest of recitation going on in the same room, but this power of concentration must be purchased by the expenditure of force that would be better employed in study. All study requires abstraction, and this is to many minds extremely hard when there is anything to interest the eyes and ears. No teacher would set a boy to study before a window opening on a crowded street, but many defend the practice of having recitations going on in the study-room. It cannot have escaped the notice of any teacher, how quickly the senses of pupils are engaged by anything but the book before them. If there is any joke in the course of the recitation, it is very plain that it has not been lost on the back benches. If anything is going

on outside the building, it is very certain that it gets a most painful attention from the scholars, to the total exclusion of lessons. In two words: every distraction from a lesson increases the time necessary to prepare it, by more than the time of the distraction. If the lesson is a connected whole, a new start must often be made.

(4.) We now approach conditions that are not easily referred to either of our two classes to the exclusion of the other. That is to say, there are conditions of the mind favorable to some kinds of learning rather than others. Doubtless the time of the greatest nervous vigor is in the early part of the day. Then again after the midday meal the nervous force increases, although it does not reach the pitch attained in the morning. Once more in the evening there is a slight revival of force, but it is neither so long nor so great as at the earlier periods. These truths are often disguised by the results of keeping late hours. When the mind is pressed to activity late in the evening, it is very likely to be dull in the morning. Hence many conclude that they can do better work in the evening. Provided there is little strain in the earlier part of the day there is of course greater freshness in the evening, but not so much is gained as is lost.

III. (1) We shall now be obliged to consider at once the learner and the study, as it is in many cases impossible to decide upon the proper study without reference to the individual. Minds may be divided into two classes; those in which subject regards prevail or are easily induced, and those in which object regards are the most prominent. This difference is most easily apprehended in the case of the sense of sight. There is an eye for color and an eye for form. A marked quickness in the feeling of color is an

indication of a character that will probably be repugnant to abstract learning, such as is required in the use of the symbols of mathematics. Such an eye is a sign of the keen, practical observer, the man who is a good judge of animals, plants, varied effects in town and country, pictures and poetry. A boy with this endowment can do well in geography (map-study), botany, chemistry, and very likely in music, poetry, history and declamation. Mathematics, grammar and the more abstract departments of natural science will be thorny walks for him. On the other hand, the boy of subjective turn will do better in statistical geography and history, in grammar and logic, but above all in mathematics, psychology and philosophy. These well known facts suggest the absurdity of an iron-bound course of study for all students; but there are many that will always persist in the attempt to make silk purses out of sows' ears. *Operose nihil agunt.* Still it must be admitted that it is important that every man should have such an acquaintance with practical learning as will enable him to make a tolerable appearance among his fellows. Every one must know a little arithmetic, and a certain amount of geometry may properly be required, especially as this study is not without its concrete aspect. The extensive uses of trigonometry coupled with its easy acquirement render it generally desirable, and at the same time require a moderate acquaintance with algebra. More mathematics than this should not be inflicted upon those whose capacity is for different acquirements.

It so rarely happens that an excessive amount of time is devoted to the object sciences, that it is not worth while to consider the case of those who are unfitted for them. Perhaps the most notable case is that of the unfortunates who are predestinated by their parents to play upon the piano, but who were formed by nature without the capability of this accomplishment.

The study of language is one of those debatable lands where it is necessary to advance with caution. The philologists are so thoroughly entrenched in almost all of our institutions that a

much smaller number of guns is sufficient to defend them than would be required to effect their expulsion. It may be conceded at the start that grammar, so far as it is logical,—that is common to all languages, should be studied by every one. It may also be admitted that a knowledge of the etymology of some one tongue, say the Latin, is desirable for every educated man. Here, however, a stand must be made. To illustrate philology this ought to be sufficient, for if the comparison of languages is to be introduced, there will be no end to the time required. Unless there is a marked taste in the pupil for philological study it must be maintained that further time for the study of language, as language, is demanded, not by the requirements of life, but by those of prejudice. Of course the study of a language for the purpose of reading its literature or speaking it, is a different matter. A working knowledge of a tongue may be acquired in a few months, which is a very different matter from the five years, more or less, that are ordinarily squandered upon Latin.

It may be contended that we should be improved by study in those departments in which we are naturally deficient, while we shall get along well at any rate in directions that accord with our bent. To a certain extent this is true, but in the modern press of knowledge, when every department is carried so far, it is to shut oneself off from excellence if the principal attention is not given to that division of knowledge where the advantages are the greatest. Very often a boy finds out by the time he is through college that he will not succeed in the only walks for which his education has fitted him; while if attention had been paid to his natural endowments, or even if the course of study had embraced both departments of knowledge, he would have been led to studies that would have made him a useful and happy man instead of a discontented and inefficient one.

(2). Those studies are, as a rule, most difficult that require the greatest effort of memory. This is only another way of saying that the acquisition of new matter is the severest exercise

of the mind. Hence the beginning of any science, provided it be unrelated to others previously acquired, is the most trying period. Apart from this, there are departments where there is always more that is old than new. In arithmetic, for example, there is nothing but addition and subtraction, multiplication and division all the way through. There are unexpected combinations of these processes, as in the extraction of the square root, but the handling of figures is the main thing. The solution of difficult problems is no more part of arithmetic than it is of chemistry. This study is especially one where the difficulty constantly diminishes. The same is true of the study of a language. The acquisition of four or five hundred new words is a severe task; but when so much has been learned, progress should be very rapid. In the study of geography or history on the other hand, there is no diminution of difficulty except that which comes from the similarity of method. These studies may be taken as types of two classes, and we may lay down the general law that in one class, after the early difficulties have been surmounted, the length of the lessons may be rapidly increased, or the time allowed for study lessened. I remember that under that famous teacher of language, the late Dr. Taylor of Phillips academy, boys would sometimes translate a lesson of a hundred and twenty-five lines of Virgil, in twenty-five minutes, both translations and Anthon's notes being thrown aside as requiring too much time. Yet the course was then but three years in length.

In the other class of studies no such rapid progress is possible. With the growth of the mind of course lessons may be increased, but only in a moderate degree. The two classes may be distinguished by the extent to which diversity prevails. In reading two treatises by the same author the similarity is marked; in reading works by different authors in the same tongue, there is still great similarity in the mental states. It does not make very much difference whether one translates Virgil or Cicero, Plato or Xenophon. Where the form is strange, as in a

play, the similarity is less marked. But when we come to read different tongues, diversity is at first much more striking than similarity. After a while the mind discovers concealed likenesses, and the new language is then acquired rapidly by the aid of the old. A wise teacher will constantly point out likenesses in new matter to what has already been acquired. But boys are generally taught the grammars of different tongues as if in every case a new subject was under investigation.

(3). The control of the will over the mind increases with years; at least during the earlier portion of our life. The child is constantly distracted by appeals to his different senses and seldom pauses to reflect. As he grows older, he acquires to a greater or less extent the power of fixing his attention upon a given subject, to the exclusion of others. This development of the mind indicates the course to be followed in arranging studies. Those studies should come first that appeal to the senses in the strongest way. If more than one sense can be exercised at once, acquisition will proceed at a more rapid pace. Thus in learning the alphabet the child at the same time sees the letter A, and hears a certain sound. After a few repetitions the sight of the letter suggests the sound and *vice versa*. In writing, the muscular sense is combined with that of sight. Drawing follows the same rule and so does music, although here, we must admit, there is the additional endowment of the musical ear to be considered. Geography, through map-study and map-drawing, is also to be included. This is the proper foundation for the more abstract studies that are soon to follow. Language is now in order, since reading has been acquired, and here we must recognize a peculiar degree of adhesiveness in the case of children. Whether it is desirable that children should speak other languages than their own is an open question, but it is certain that they often do acquire with ease several languages at once. Hence, if it is intended that the child should be a master of languages, an early beginning should be made. Of course the grammar is not here

referred to, for that is understood only in later years. At this time, which may be anywhere between the ages of five and ten years, natural science may well be begun. Here it may be laid down as a first principle that there should be no book study. Unless the pupil can be taught by objects and experiments, it is better to waste no time over these subjects.

The study of mathematics and of grammar may now be begun with advantage. In arithmetic the approach should be made through the concrete, as by the familiar arrangement of balls upon parallel wires. The balls should be of a good size and may be brightly painted, but the color should be uniform. The bright color will serve to attract notice, while its uniformity will prevent particular attention to any one ball. This contrivance or a similar one, should be used until the visible object is no longer necessary; the mind having associated a certain relation with the question—"How many are seven and nine," when seven balls and nine balls have been held up before the eye, eventually learns to supply the relation when the proposition is stated without the visible objects. Great caution is necessary here not to remove the aid of the sense of sight before this association is thoroughly established. Multiplication and division should thus be learned through visible addition and subtraction, and when these processes are well under command, there is no further trouble with arithmetic. The old-fashioned way of learning the multiplication table by rote cannot be recommended; the succession of products in a fixed series renders it hard to lay hold of any one of them without going through all that come before it.

The study of grammar will receive attention later on, but a subject should be here introduced that may sound somewhat formidable. It is nothing else than certain principles of psychology, together with some of the rules of logic. This introduction to subjects that are generally postponed until the closing years of school is necessary from the fact that the canons of induction should be used in investigation from the

very first, in order that scientific method may become the habit of the mind. It is also required by the fact that grammar cannot be understood without a certain amount of both the sciences above mentioned, and that such an "organon" is of great aid in the study, not only of grammar, but of all other subjects.

(4). In the arrangement of studies during the day, attention should be paid to these conditions:—That study where the amount of new matter is greatest, where the interest of the subject is least, and where the interest of the learner is also least, requires the most favorable conditions for its acquisition. Such a study should be attacked at a time when the system is freshest,—when the opportunities for quiet concentration are greatest, and when the desire to learn may be found to be strongest. Of course these various conditions may be combined in an infinite number of ways, but the general rule is that the difficult studies should be prepared when the mind is in its best state; hence scholars should be discouraged from learning their hardest lessons in the evening. Probably the best course would be to open the school with easier lessons prepared the evening before, then to devote an hour or two to the severest work of the day, closing the morning with easier work again.

The afternoon session, if there be one, may be conducted in like manner, the closing hours being given to the easiest work. The recitation time may be counted as comparatively a period of rest, and too much time should not be wasted here. Recesses for out door play should vary with the age of a scholar. As a rule a young mind cannot or ought not to be concentrated upon a subject for more than a half an hour at a time; but an open air recess, provided the school room is well ventilated, is not necessary in all cases after mental exertion. The recitation or a change of study will often answer the same purpose.

The great mistake in many of the plans for reorganizing society consists in supposing that systems can supply the want of sense.—*Ex.*

UNCHARITABLE LITERARY CRITICS.

There is a class of people, and that class is by no means small, who seem to consider it absolutely necessary to discourage and bitterly criticise anything and everything which they themselves have not forwarded or produced. Many of them, perhaps, do not mean to over-reach the bounds of propriety and charity; but they seem to consider it their duty to point out every little flaw or imperfection, which, unless brought to light by their prying, meddlesome glances, would have remained unnoticed and absolutely harmless. This habit of continually searching for imperfections, inevitably brings the self-appointed critic into that state of mind which enables him to find imperfections where none exist, and to become by his ill-timed and unfounded remarks, now a laughing stock for the public, or again gain the reputation of being a misanthropic meddler. These critics do not all work in the same direction. One, perhaps, makes a specialty of criticising a rival's architecture, and finding in it imperfections which do not exist. Then, there is the critic who pries into the domestic affairs of other households, and is designated by the name of gossip. So we might enumerate the different orders of meddlesome, uncharitable critics; but we can find none who produce as much evil or who have as much influence in discouraging what might one day become an honor to a nation, and shed luster over its history, as the literary critics of their stamp. They do not confine their criticism to younger authors who are struggling for position and fame, but pick to pieces the noble works of writers whose brilliant intellects and facile pens have won for them places in the literary world which they will hold for ages, and which the iron tooth of time will not destroy. Many a brilliant work have they destroyed, many a rising author have they discouraged, by ridiculing his maiden efforts, and, instead of kindly pointing out some small defect against which he would guard in future works, holding it up before the public eye and magni-

fying an hundred fold what would otherwise have been read with only a passing criticism. When a work has thus been unfairly criticised, the injury accomplished is by no means trivial, for aside from discouraging the writer's ambition, it turns the public mind against his work, thereby hindering its sale and introduction.

If Elizabeth Stuart Phelps had not already acquired name and fame, the unfair and uncharitable criticism by Gail Hamilton upon the "Story of Avis," would have injured her work in no small degree. In this review comparatively little is said in praising the work as a whole, and the criticisms show what it is, but just to call a bitter and envious spirit. This is but one instance among thousands of its kind, and a blessing would it be if there were no more of like character, or if the critics of this stamp would sometimes call to mind the words, "Hope, faith and charity, and the greatest of these is charity." D.

"THE PAN-COLLEGIATE REVIEW."

The feasibility of establishing a Pan-Collegiate Review is being discussed to some extent at present by our college exchanges. What the contents of such a paper would be, has not, as yet, been precisely determined; but there would probably be a literary department devoted to poems and essays upon literary subjects, and this might also include discussions of such topics as are of interest to students in general. The contributions to this department would come chiefly from undergraduates. Correspondence from alumni upon subjects closely connected with colleges, would also demand some space. It would doubtless make a specialty of general college news, and there would also be an editorial department. As we consider the advantages of such a paper, the question at once arises, How can it be successfully conducted? Among the various ways that suggest themselves, we would mention the one that seems to us most likely to crown such an enterprise with success. Let some live, energetic, enthusiastic man, with

literary taste and good business capacity, be selected to act as editor and manager. It certainly needs a man of mature judgment to select judiciously from the articles sent in for publication, and to write editorials that would carry weight with them; and besides, if such a man would devote his time to it, the paper would have a dignity and influence that undergraduate management could hardly secure for it; while at the same time, its object as a Pan-Collegiate Review would not be defeated in the least, as we can see.

While this seems to us the method best calculated to insure success, the difficulties to be overcome are of such a nature that it is doubtful whether the work can be accomplished by this or any other method. 'Tis true that previous to the war, a paper similar to the one proposed was published for four years; but there does not seem to be the call for such a paper now that there was then. At that time there were but few college papers in existence, while now, nearly every college, and very many of the more prominent preparatory schools, publish papers which to a great extent supply the want formerly felt for an inter-collegiate paper. Especially do these meet the wants of students, as through the exchanges he can learn far more of the individual college and the character of its students than he could in a paper published in the interest of all colleges. Their columns, also, are open to the student, both for discussion and for articles of literary merit, and although the incentive to write for them may not be as great as to write for an inter-collegiate paper, still their combined influence must be more widely felt than the influence of any single publication could be. Moreover, all the items of college news that are of interest to the public are published by the newspapers generally, some of them having a special department for this purpose, so that the general circulation of college news does not require a publication of this kind.

The expense of such a paper is, perhaps, the most serious objection to be met. Often, adver-

tisements are a source of income, but it is doubtful whether, in this case, enough could be obtained to go far towards cancelling the expense, and even if there could, to crowd a publication with advertisements renders it cumbersome and seems to detract from its literary merit. Hence, it would be desirable to have it supported largely by its subscription list. Now, among what classes would it be likely to find its readers? Evidently among students, and those educators who are connected with our colleges, but as the former could have access to it through the reading rooms, it would have to depend to a great extent upon the latter for its support. Of course, its readers would not be confined exclusively to these two classes, still, as long as it is a student's paper, and its columns filled with articles contributed by undergraduates, its ideas and discussions must necessarily be somewhat crude, and it could hardly expect very extensive circulation outside of these classes, on the strength of its literary merit alone. Its readers must be found among those who are specially interested in its contributors. Our various college papers are supported almost entirely by our alumni, who have many inducements, aside from its literary merit, to help sustain a paper published by their own college. But hardly any of the motives that actuate an alumnus in subscribing for his college paper, would have influence in securing his subscription to a Pan-Collegiate Review. Hence it would seem that its subscription list must be extremely limited and its financial support correspondingly small. Whatever of time or work would be devoted to an inter-collegiate paper by the students, would naturally be taken from the support which would otherwise be given to their own paper, so that in proportion as the one flourished the others would be weakened.

Although there are some reasons why we would be glad to see such a paper in successful operation, still, in view of the obstacles that appear to stand in the way of such an enterprise, it is hardly probable that the work will be undertaken.

TOWN AND CAMPUS.

Christmas most here; don't forget the check.—Three legged races are in fashion.—Analytics next term; oh! my!—Going home this vacation?—Had your feet measured?—New Kaleidoscope will soon be out. Send in your order.—Moral: ask your lady before buying two tickets.—The Hawthorne club read Dickens at Prof. Higley's last Friday eve.—New steps in front of Painter Hall.—Farwell, '76, Flagg, '78, have been in town lately.—High School commences Monday, Dec. 9th.—Fall term reviews have begun and the merchants rejoice when they order an extra barrel or two of oil.—Hon. E. J. Phelps opens the Graded School lecture course Wednesday evening, Dec. 11, on the subject, "Sir Walter Scott."—Let's have iron bars put up at the windows and call it a jail anyway.—This is the last issue of the UNDERGRADUATE this term—It's a real comfort to enter the reading room and know just where to find everything. John, you're a brick!—The Seniors dined with Mrs. and Prof. Means last Saturday, the 7th inst.—Dugald Stewart is slowly getting better.

We are glad to announce the convalescence of Freshman Cowles. He has hopes of rejoining his class this year.

Rev. Mr. Franklin commenced, Sunday, a course of lectures on the "History of the Church," which promises to be very interesting.

The inclemency of the weather prevented the "Euterpe Club" from holding their concert at Shoreham, as was advertised, and it has been indefinitely postponed.

Prof. Wells, from Rutland, has opened a dancing school which our young folks are making the most of. They make believe it is a "Chip" and enjoy themselves accordingly.

It is natural that the Freshmen should attempt, now and then, to come down stairs first; but when they leave the chapel before the Seniors and Juniors, let them previously put on some old clothes.

The Sophs have learned how to find inaccessible objects. Won't some of them practice on invisible objects and tell us where the sun has gone? also, how much more rain and splash this earth is capable of absorbing?

After this issue, unless Harry Dorr becomes permanently better or worse, we shall feel compelled to charge him ten cents per line for personals. Once more we announce his return and gladly welcome him as well as the two new stories he brings with him.

"It was discovered," said one of the students the other day, "by Roger Bacon in the thirteenth century, but never was developed until it had been re-discovered by his son, Francis Bacon, in the seventeenth century." Query: which lived to such a good old age, the father or the son?

It is almost time to begin the locals with the usual heading, "Ram?" Speaking of the ram reminds us of a conversation in the halls the other day, where it was being discussed. All we heard was an anxious inquiry from a Freshman, "What can they ram us on? I'd like to know." And the old halls echoed and re-echoed again, "What!!!"

Oh! the restricting influence of these upper class men! One of the younger brothers ventured into a store a few days since intending to possess a bag of tobacco and some cigarette papers, and had just decided upon the brand when in walked the elder brother and vetoed the purchase. The proprietor entertained serious thoughts of manslaughter, but didn't wish to lose the trade of the students.

We are glad to see that the ladies of the town take some interest in us. Wednesday afternoon, several ladies were present at rhetoricals and the good effect was perceptible instantly. Nothing could give a greater incentive to the efforts on the stage than visitors from the town. We hope that those who have been will come again, for our good if not for their own. All are invited, and if necessary the old galleries could be put up again.

Thanksgiving has come and gone. As usual we realized too late the importance of asking for capacity when we asked for the other blessings and as we went to sleep after dinner made good resolutions for next year. This is the time of year when Old Moneybags refuses to pile up Young Hopeful's plate again and tells him how, when *he* was a poor boy struggling up in the world, there were many Thanksgivings when his only dinner was a piece of tarred rope to chew on.

An amusing incident occurred down town a few days since. A young lady was making a purchase and chanced to drop the elastic band which secured her port-monaie. She exclaimed "Oh! dear! I have lost my elastic!" The officious salesman rushed around from behind the counter and commenced a vigilant search for something with blue bows and silver buckles but the look of disappointment which came over him when he found the plain rubber band was indeed pitiful.

You know how muddy the crossings are down town? A lady stood by one of them one day wondering how she could get over and not be completely submerged. She looked quite sorrowful until an Oxford came in sight, when her face brightened, and, heaving a sigh of relief, she stepped aside and he crossed the street. The lady affirms that she had but to jump from one footprint to another and soon found herself upon the other side, while her overshoes were quite free from mud. They were terrible jumps though!

A little joke is well enough if not carried too far, but when it lasts a whole afternoon, involves a professor, causes the loss of two or three hours' study and a Greek recitation, the joke rather loses its flavor. A store window was broken in and two revolvers stolen. Some tracks were traced in the light snow directly to the college and apparently from the store door. No wonder that one of the best fellows in college should

be a little alarmed when a bogus detective called on him, and, after stating that he knew of his being out after the fall of snow, asked to measure his boots and cross-questioned him severely. An innocent man doesn't like to have his name peddled all over christendom as that of a suspicious person, and the bogus detective, if our reports are true, has need to beware of those boots which he measured so carefully. The papers about town and elsewhere have taken up the matter and have attempted to create a sensation by the outlandish version which they have given the affair. The *Journal*, especially, has been sadly misinformed, or else — well! The *Review* tried very hard to be witty about it and made a signal failure. It was all a piece of foolishness, this suspecting any of the students, and considering whom they found the least particle of evidence against, is exceedingly laughable. We are surprised that our clergymen about town were not put under arrest. Hereafter in such cases we hope that the truth may be told and that outsiders will mind their own business.

PERSONALS.

'25. The article by Dr. John Spaulding, of New York City, in the November number of *THE UNDERGRADUATE*, on "Loss of Reputation" was copied on the first page of the *Middlebury Register* of Nov. 29.

'23. Rev. L. L. Tilden, of Nashua, N. H., has been suffering of late under an attack of rheumatism. He is better.

'33. Rev. Ward Bullard, of Weybridge, has been in ill health for the past few months.

'38. Prof. Wm. F. Bascom, of Shoreham, is preparing a history of Addison county which is to be inserted in a history of Vermont, soon to be published.

'40. Hon. E. J. Phelps, of Burlington, as announced by the *Middlebury Register*, will open the Middlebury Graded School course of lectures Dec. 11. Subject, "Sir Walter Scott."

'55. Rev. E. P. Hooker preached the Thanksgiving sermon at the Union services in the Congregational church, Middlebury, Vt.

'57-'81. Rev. Stephen Knowlton, of New Haven, exchanged, Nov. 17, with C. S. Murkland, who is preaching at Ferrisburgh.

'58. The *Rutland Herald & Globe*, of Nov. 14, says: "Judge Colburn of Pittsford has just commenced to occupy the family homestead, which has been undergoing extensive repairs. He retains his office in the village and can there be consulted or employed to transact all kinds of business in the line of his profession."

'58. The *Middlebury Register* announces that the second lecture in the Middlebury Graded School course will be delivered by Prof. Brainerd Kellogg of

Brooklyn, on the subject, "Poetry: Its Place and Value," December 27.

'58. Wm. H. Walker, of Ludlow, was on a committee to investigate the Vermont Insane Asylum during the last session of the Legislature. He was elected judge of probate for his district at the last election.

'59. Rev. M. L. Severance, of Orwell, recently delivered a temperance lecture before the Temperance League, which the *Herald & Globe* affirmed was a very interesting discourse.

'60. Dr. M. H. Eddy has been rebuilding and has now one of the finest residences in Middlebury.

'62. Norman F. Rider has removed to New York City, where he is in business.

'64. Prof. Ezra Brainerd is the father of a little boy a few weeks old.

'66. Rev. N. R. Nichols was in town a few days ago. He is settled at Barnet, Vt.

'71. Walter E. Howard is principal of the State Normal School, Shelbyville, Tenn.

'71. "The Telephone and Its Practical Working," was presented before the Institute (N. H.) by Mr. J. N. Mallory, principal of the Winchester high school," says the *Educational Journal*.

'71. Prof. C. W. Hall, of Minnesota University, has recently returned from a geological expedition in the North-Western Wilderness.

'73. Says the *Educational Journal*: "Brattleboro Academy closed the fall term Tuesday, the 19th of November. The attendance for the term was 97.68 per cent. The next term begins the 4th of December. This school is making a good record, and may the earnest devotion of the principal, Mr. Blake, to the work of teaching secure to him still greater success."

'73. The marriage of G. W. Brooks and Miss Lizzie Eastman occurred Nov. 19, at the bride's home. They took the evening train for Woonsocket where Mr. Brooks is settled.

'74. C. C. Gove, of Westport, N. Y., was recently made a happy father.

'75. L. D. Bragg is the assistant pastor of a church in Boston. He is attending the School of Oratory.

'76. E. H. Baxter and J. W. Abernethy are in Middlebury for the present.

'76. W. I. Brown is attending the Boston School of Oratory.

'76. E. C. Evans was married to Miss Thornton of Potsdam, N. Y., in the last part of November. He will be ordained over the Congregational church, Norwood, N. Y., the second week in December.

'76. The Black Biver Academy, Ludlow, Vt., closed Nov. 15. This school, under C. G. Farwell, is steadily advancing.

'76. Geo. F. B. Willard is still teaching at Whitehall, Ill. He intends to study medicine.

'77. J. M. Hull is in Newton Theological Seminary, *Mass.*, instead of *Conn.*, as our last issue made us say. He preaches in Boston every Sabbath, in the Sailors Mission.

'77. W. I. Twitchell is still principal of the high school at Warren, *Mass.* The *Springfield Republican* speaks in very commendatory terms of his success.

'78. Beeman Academy, of which W. J. Fish is the principal, closed its fall term, Nov. 27th. It is the general opinion that the academy was never in a better condition.

'78. Burr & Burton Seminary closed Nov. 19, where J. W. Flagg teaches mathematics and philosophy. He has had a very successful term.

'78. J. C. Stapleton teaches in Rutland this winter. He has a fine situation.

'80. Charles A. Sweet is at home. His father is sick, and in a critical condition.

'82. Elmer Cowles is rapidly improving, and according to the *Middlebury Register*, of Nov. 29th, will re-enter his class.

EXCHANGES.

We acknowledge the receipt of the following exchanges since our last issue, up to December 1: *The Madisonensis*, *The College Olio*, *The Reveille*, *The Montpelierian*, *McGill Gazette*, *Colby Echo*, *News Letter*, *Student Life*, *Dartmouth*, *Oberlin Review*, *Brunonian*, *Chronicle*, *Bowdoin Orient*, *Hamilton Literary*, *Syracusan*, *College Argus*, *Concordensis*, *Ariel*, *University Herald*, *Berkeleyan*.

The *Syracusan*, a new venture in the field of college journalism, comes to us full of interesting matter. It is well printed. The editorials are of a better quality than the general run. They discuss subjects of national as well as those of local interest. The only fault we find is that it is an organ of the secret societies and not supported by the whole university. It must be hard, up-hill work to carry on a paper on such sectional principles.

We think as highly of the *Brunonian* as we do of any of our exchanges. Its literary articles are generally worth reading. The editorials are manly and dignified. The whole paper has no uncertain sound. We feel, as we rise from its perusal, inspired with the spirit of Brown University. How many college papers there are that are perfect enigmas. We are at an utter loss to know the nature of the institution from which they come. Not so with the *Brunonian*.

The *Chronicle* is unlike any of our exchanges. It has sixteen pages of solid reading matter in small type. The literary department is a little more limited

than we would like. The editorials and locals give us a perfect picture of the odd, mixed-up life of Michigan University. The *Chronicle* is a distinct organ of the students, and as such does itself credit. Its columns are open to manly discussion. We notice an editorial criticising one of the Profs. While we are sorry to see a conflict against a member of the Faculty, still we must confess it is done in a handsome manner. In a University where nearly fourteen hundred students are gathered together and where rules are so few and courses so optional, we would expect to find things very different from what we find in a small eastern college.

The *Oberlin Review* of Nov. 20, we found unusually interesting. "One Act from the Drama of Flora" was well written and showed good taste. Such an endeavor to get something new under the sun is commendatory in a college paper. The Exchange department is always complete and just. The *Review* does not come out in flying colors to palliate the recent disturbances that have given Oberlin a passing notoriety, but modestly takes it as a compliment that she should be talked about anyway by the press. This is not a very decided stand in regard to such matters. We were much interested in the selection of words that William Cullen Bryant did not allow to be used in his office. We envy Oberlin in having a "Home Oratorical Contest," which we are sure must have a decidedly beneficial effect upon its rhetoricals.

The *Hamilton Literary Monthly* has the best literary department of any of our exchanges. Not that inferior articles do not creep in once in a while, but the general tone is healthy. The subjects and the manner in which they are handled, show a scholarly taste and a careful study. They are not thrown off on a pinch, as a few exchanges seem to think that all such work must be done. They show maturity of thought and severe self-criticism. The *College Olio* seems to have the opinion that such a condition of things is impossible. Let them peruse the *Literary Monthly*, and they will see what can be done in this line. We assign the reason of this healthy literary spirit to the care paid to rhetoricals at Hamilton, and especially the unusually large number of prizes given for highest merit. We counted in the last issue, seven offered to the several classes with assigned subjects.

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